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ABSTRACT

The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. The Framework for Healthy Living Education supports and reinforces the goals and objectives of its three major components: health education, physical education, and alcohol and other drugs. When the concepts of these areas are integrated, the health and well-being of students can be significantly enhanced. This paper describes characteristics of effective programs (e.g., based on skill development, involves students actively in learning, and culturally sensitive); discusses the most important health behaviors to target (e.g., insufficient exercise, attempted suicide, and involvement in violence); presents Healthy Living Education curriculum topics (e.g., stress management, substance abuse, and personal fitness); and notes healthful living education skills (e.g., self-esteem building, behavior self-management, and communication). After discussing benefits of the Healthful Living Education program, the paper presents the curriculum for grades K-12. Each section offers a list of objectives related to preparatory, stress management, protecting self/others, relationships, nutrition/weight management, substance abuse, personal fitness skills, recreational dance skills, game and sport skills, and developmental gymnastic skills. (SM)

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ED 447 102

Framework for Healthful Living Education

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Characteristics of Effective Programs

Today, health status is determined more by one's own behaviors than by advances in medical technology, availability of health services, or other factors; and research demonstrates that education in schools can influence the health-related behaviors of students. This research indicates that Healthful Living Education is most effective and efficient when it

- focuses on health-related behaviors
- has a positive, wellness orientation
- is based on skill development
- approaches health comprehensively
- involves students actively in learning
- matches educational priorities with the appropriate age levels
- is culturally sensitive
- has continuity through the grade levels
- has adequate blocks of time devoted to it
- is taught by well-informed teachers who are comfortable with the content and methods
- is reinforced by school policies, services, and environment, by parents, by peer educators, by community programs and media, and by school staff modeling

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Most Important Health Behaviors

Healthful Living Education topics also incorporate consideration of those health behaviors of adolescents that have potentially serious long- and short-term health consequences. The most important behaviors include

- involvement in violent acts
- consuming excessive fat, calories, and sodium, insufficient fiber and variety of foods
- engaging in sexual intercourse which could lead to pregnancy and disease
- insufficient exercise
- attempting suicide
- driving while under the influence of alcohol and other drugs, traveling as a passenger with a driver who is under the influence, driving too fast, and not using passenger restraints or bicycle helmets
- using harmful or illegal substances, including alcohol and tobacco
- engaging in water-related recreation without appropriate floatation devices or supervision, or without skill in swimming and staying afloat, or while using alcohol or other drugs
- responding inadequately to fire emergencies

Healthful Living Education Curriculum Topics

The *Framework for Healthful Living Education* enables all students to gain knowledge and skills about healthful living topics important to their age levels. The following broad healthful living topic areas are the focus of instruction:

- the nature of health, health risks, and health education
- stress management
- substance abuse
- nutrition and weight management
- self-protection
- relationships
- personal fitness
- recreational dance
- games and sports
- developmental gymnastics

Healthful Living Education Skills

Skill development in Healthful Living Education occurs both through study of the skills and thorough application of the skills to the Healthful Living Education topics and behaviors.

- **I. Self-esteem building**
  - A. Self-perception
    1. Awareness of sources of self-perceptions
    2. Awareness of normalcy of emotions
    3. Awareness of negative self-messages
  - B. Self-acceptance
    1. Developing realistic expectations for self
    2. Converting negative thinking to positive
  - C. Self-efficacy
    1. Perceptions of control vs. fate
    2. Distinguishing between internal and external control
    3. Controlling own behaviors
- **II. Behavior self-management**
  - A. Self-awareness/self-monitoring
    1. Using subjective data
    2. Using objective data
  - B. Ethics development
    1. Acknowledging universal values
    2. Developing personal standards
    3. Accepting responsibility for own behavior
  - C. Decision-making/problem-solving
    1. Assessing the issue
    2. Selecting a decision-making method
    3. Generating alternatives
    4. Identifying costs, benefits, consequences
    5. Selecting an alternative
    6. Acting on choice
    7. Evaluating results
  - D. Planning behavioral strategies
    1. Setting a goal
    2. Selecting a strategy
       a. Visualizing
       b. Modeling
       c. Rehearsing
       d. Contracting
    3. Self-reinforcement
    4. Monitoring progress
    5. Evaluating results
- **III. Communicating**
  - A. Empathy
    1. Identifying feelings of others
    2. Accepting reality of feelings
    3. Verbally reflecting feelings
  - B. Assertion
    1. Describing situation
    2. Expressing own position
    3. Specifying acceptable changes
  - C. Conflict resolution
    1. Choosing a style
    2. Respecting different points of view
    3. Listening
    4. Expressing
    5. Negotiating
  - D. Responding to persuasion
- **IV. Using appropriate resources**
  - A. Assessing need for help
  - B. Locating sources of help
  - C. Exercising rights
  - D. Overcoming obstacles

In many cases, healthful living skills are specific applications of generic thinking skills.

Learning Outcomes

The purpose of Healthful Living Education is to provide appropriate instruction for the acquisition of behaviors that contribute to a healthy lifestyle. This can be achieved through a program that reflects the needs of the student throughout his/her school experience. The needs of handicapped students should be addressed through a specifically designed, adapted physical education program.

The Healthful Living Education program, when appropriately reinforced in a comprehensive manner, can be expected to have the following benefits for all students:

- fewer of the risk taking behaviors that contribute to disease, injury and death
- desirable social behaviors and increased levels of self-image
- establishment of the positive behaviors that promote higher levels of health
- higher morale and productivity and less absenteeism by students
- development of appropriate levels of personal fitness and an understanding of the importance of physical activity for maintaining a viable and productive life
- fewer instances of students dropping out of school due to health-related behaviors (e.g., pregnancy, alcohol and drug use)
- more students acknowledging the value of abstinence from sexual intercourse until marriage
- lower health care expenses
- an increased awareness and respect for cultural diversity through participation in physical activities
- better health-educated citizenry, equipped to handle personal and social, environmental, safety, and medical care decisions
- the development of appropriate skills and behaviors that will enable students to be proficient in at least three lifetime activities

Healthful Living Education Grades K-3

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences which are designed to help each individual develop pro-active health promotion behaviors. The following educational descriptors are reflective of the goals and objectives found in the K-3 Healthful Living Education curriculum:

By the end of grade three:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including the role of their own behaviors in regard to eating breakfast and balanced meals; rest and exercise; using seat belts; responding to traffic, fire, and other warning signs, sounds, and symbols; avoiding burns and getting help in an emergency; and the impact of substances, including alcohol and tobacco, on their lives.

Students will be able to demonstrate ways in which they can manage stress, be responsible for their own behaviors, cope with fear and embarrassment, deal with aggression and bullying, resolve disputes, and respect rights of others.

Students will know and understand the value of being physically fit and the types of activities that contribute to total fitness. They will have the ability to monitor resting, exercise, and recovery heart rates and know the components of health-related fitness.

Students will be able to demonstrate fundamental motor skills, develop and refine creative movements, demonstrate manipulative skills, display appropriate behaviors during social situations, and express an enjoyment for movement experiences.

Kindergarten Objectives

1. Preparatory

1.1 Describing influences on health, e.g., food, rest, exercise, hygiene/cleanliness.
1.2 Relating health, feelings, and behaviors.
1.3 Explaining health risks for age group.

2. Stress Management

2.1 Naming feelings.
2.2 Verbalizing feelings.
2.3 Accepting the normalcy of feelings.
2.4 Identifying and making choices.
2.5 Accepting and carrying out personal responsibilities.

3. Protecting Self/Others

3.1 Preventing the spread of germs.
3.2 Using seat belts.
3.3 Describing meanings of traffic signs and signals.
3.4 Responding to warning signs, sounds, and labels.
3.5 Demonstrating the stop, drop, and roll response to burning clothing.
3.6 Getting help in an emergency.
3.7 Identifying items that can burn oneself.

4. Relationships

4.1 Distinguishing between safe and risky means of getting attention.
4.2 Seeking and offering help in the home, school, and community.
4.3 Sharing objects and time.
4.4 Recognizing and accepting that each person is unique and special.

5. Nutrition/Weight Management

5.1 Identifying foods by using the senses.
5.2 Naming and categorizing foods.
5.3 Identifying health promoting foods.
5.4 Distinguishing between safe and unsafe substances to put in mouth.

6. Substance Abuse

6.1 Being careful with medicines.
6.2 Affirming choice not to smoke.

7. Personal Fitness Skills

7.1 Completing a fitness assessment to gather information pertaining to his or her health-related fitness levels.
7.2 Demonstrating the ability to recognize the two suggested sites on the body to monitor the heart rate and to understand that physical activity increases an individual's heart rate.
7.3 Demonstrating knowledge of flexibility through stretching exercises and perform exercises that enhance flexibility in a variety of muscle groups.
7.4 Demonstrating knowledge of muscular strength and endurance through strengthening exercises and perform exercises that enhance muscular strength and endurance in a variety of muscle groups.

8. Recreational Dance Skills

8.1 Demonstrating non-locomotor movements using different parts of the body (such as head, shoulders, arms, legs, chest, feet, and others).
8.2 Demonstrating a variety of locomotor and combination movements.
8.3 Utilizing non-locomotor, locomotor, and combination skills to demonstrate movements in creative sequences and in simple patterned dances.

9. Game and Sport Skills

9.1 Demonstrating a variety of locomotor and combination skills while participating in different games and activities.
9.2 Developing movement control for safe participation in games and sports.
9.3 Demonstrating the skills of catching, kicking, throwing, and striking necessary for participating in a game.
9.4 Developing listening skills and the ability to follow instructions in sequence during a game situation.

10. Developmental Gymnastic Skills

10.1 Demonstrating the concepts of self-space and general space.
10.2 Demonstrating a variety of non-locomotor, locomotor, and combination skills using a variety of shapes typically used in gymnastics.
10.3 Combining these body shapes with a variety of non-locomotor, locomotor, and combination skills in a simple routine.

First Grade Objectives

1. Preparatory

1.1 Summarizing health risks for age group.
1.2 Predicting consequences of various health-related behaviors.

2. Stress Management

2.1 Differentiating between healthful and unhealthful methods of expressing feelings.
2.2 Identifying behaviors controlled by self.
2.3 Demonstrating methods of changing unwanted feelings.
2.4 Demonstrating methods of dealing with restlessness and tenseness.

3. Protecting Self/Others

3.1 Demonstrating stop and search when entering or crossing a street or road.
3.2 Following playground, school bus, school ground safety rules.
3.3 Making emergency phone calls.
3.4 Identifying firefighters by their appearance.

4. Relationships

4.1 Differentiating between appropriate and inappropriate touch.
4.2 Seeking adult assistance for inappropriate touch.
4.3 Recognizing others to whom one is important.
4.4 Recognizing those who are important to oneself.
4.5 Respecting the rights of others.
4.6 Describing ways of resolving conflicts without fighting.
4.7 Explaining the differences between the acceptability of feelings and acceptability of behaviors.
4.8 Recognizing that different people have different abilities.

5. Nutrition/Weight Management

5.1 Describing the special importance of breakfast.
5.2 Choosing healthful breakfast menus from a variety of alternatives.
5.3 Explaining how foods are the source of all physical parts of the body and the source of body energy.
5.4 Naming important guides for healthful eating: eat breakfast, eat many different kinds of foods, don't eat too much of any one food.

6. Substance Abuse

6.1 Identifying alcohol and tobacco containers as ones to stay away from.
6.2 Reporting but not touching needles/syringes.

7. Personal Fitness Skills

7.1 Completing a health-related personal fitness test and achieving fitness scores at an acceptable level.
7.2 Demonstrating the ability to understand the concept of *pacing* during cardiovascular endurance activities.
7.3 Demonstrating knowledge of flexibility through stretching exercises and perform exercises that enhance flexibility in a variety of muscle groups.
7.4 Demonstrating knowledge of muscular strength and endurance through strengthening exercises and perform exercises that enhance muscular strength and endurance in a variety of muscle groups.

8. Recreational Dance Skills

8.1 Demonstrating using non-locomotor, locomotor, and combination skills in a sequence.
8.2 Demonstrating the concepts of time, force, space, and flow.
8.3 Demonstrating the ability to control the body using non-locomotor, locomotor, and combination movements when directed by instrumental cues.
8.4 Using acquired non-locomotor, locomotor, and combination movements to demonstrate movement skills in a creative sequence and in simple patterned dances.

9. Game and Sport Skills

9.1 Demonstrating throwing and catching skills necessary for participation in games and sports.
9.2 Demonstrating kicking skills necessary for participation in variety of activities, drills, and/or games.
9.3 Developing striking skills using body parts and extensions necessary for participation in games and sports.
9.4 Developing safety skills and work cooperatively with others in game situations.
9.5 Demonstrating basic jump rope skills.

10. Developmental Gymnastic Skills:

10.1 Demonstrating static and dynamic balances using different body parts.
10.2 Demonstrating forward and backward rolling patterns.
10.3 Performing rolling movements that can be used as *safety rolls*.
10.4 Creating gymnastic routines which focus on balance and rolling patterns with or without equipment.

Second Grade Objectives

1. Preparatory

1.1 Summarizing health risks for age group.
1.2 Identifying own health-promoting behaviors.

2. Stress Management

2.1 Sharing thoughts and feelings.
2.2 Distinguishing between evaluations of performance and basic worth.
2.3 Coping with fear.

3. Protecting Self/Others

3.1 Demonstrating tooth brushing and flossing.
3.2 Describing benefits of tooth brushing and flossing.
3.3 Demonstrating the prevention of germ spread through food, water, air, and touch.
3.4 Practicing measures to prevent contact with the body fluids of others.
3.5 Getting help in an emergency.
3.6 Demonstrating the *stop, drop, and roll* response to burning clothing.
3.7 Handling flammable liquids safely.

4. Relationships

4.1 Recognizing and responding to others' feelings.
4.2 Judging behaviors as promoting or hindering friendships.
4.3 Giving and receiving compliments.
4.4 Apologizing when appropriate.

5. Nutrition/Weight Management

5.1 Categorizing simple and processed foods according to the major food groups in a balanced diet.
5.2 Identifying the sweets, fats, and oils food group as the least important for healthful eating.
5.3 Distinguishing between balanced and unbalanced meals in own eating patterns.
5.4 Predicting characteristics of persons resulting from unbalance of sweets, fats, and oils in diet.
5.5 Identifying food snacks that are healthy for teeth.

6. Substance Abuse

6.1 Analyzing impact of smoking on self.
6.2 Describing effects of alcohol use on behavior.

7. Personal Fitness Skills

7.1 Completing a health-related personal fitness test and achieving fitness scores at an acceptable level.
7.2 Recognizing the concept of *recovery heart rate*.
7.3 Demonstrating an understanding of nutrition as related to personal fitness.

8. Recreational Dance Skills

8.1 Exploring various even and uneven rhythmic patterns using non-locomotor, locomotor, and combination movements.
8.2 Demonstrating simple square and folk dances.
8.3 Creating and refining a movement sequence with a beginning, middle, and ending.

9. Game and Sport Skills

9.1 Demonstrating the manipulative skills of catching a ball (or similar objects) while participating in a game or other activity.
9.2 Demonstrating the manipulative skill of trapping while participating in a game or other activity.
9.3 Demonstrating the manipulative skill of striking necessary for participation in a drill, activity, or game situation.
9.4 Developing social behavior skills by helping others needing assistance in game situations.
9.5 Developing social behavior skills dealing with responsibility in Physical Education classes.
9.6 Demonstrating the ability to jump a short jump rope.

10. Developmental Gymnastic Skills

10.1 Demonstrating body control while moving on a low balance beam or similar object.
10.2 Demonstrating a variety of static balance skills on the low beam or similar object.
10.3 Demonstrating examples of inversion using mats and other equipment.
10.4 Creating gymnastic routines using balance and inversion movements.

Third Grade Objectives

1. Preparatory

1.1 Summarizing health risks for age group.
1.2 Interpreting benefits of health to oneself.
1.3 Identifying characteristics of responsible health behaviors.

2. Stress Management

2.1 Monitoring own feelings.
2.2 Associating feelings with thoughts and behaviors.
2.3 Acknowledging universal standards for behavior.
2.4 Acknowledging that behavior is changeable.
2.5 Handling embarrassment.

3. Protecting Self/Others

3.1 Making a plan to escape fire in a building.
3.2 Avoiding smoke inhalation during a fire.
3.3 Responding appropriate to weather-related emergencies.
3.4 Demonstrating first aid for minor problems.
3.5 Selecting appropriate resources to deal with a variety of health risk situations.

4. Relationships

4.1 Effectively expressing opinions contrary to those of others.
4.2 Initiating conversation with others.
4.3 Responding appropriately to teasing and bullying.
4.4 Showing concern for others.
4.5 Exercising self-control as a substitute for aggression.

5. Nutrition/Weight Management

5.1 Categorizing foods according to nutrient classes.
5.2 Selecting meals balanced according to nutrient classes.
5.3 Describing the roles and sources of water and fiber in healthful eating.
5.4 Choosing balanced meals away from home.

6. Substance Abuse

6.1 Explaining reasons not to use tobacco products.
6.2 Assertively declining to smoke.

7. Personal Fitness Skills

7.1 Completing a health-related personal fitness test and achieving fitness scores at an acceptable level.
7.2 Demonstrating the ability to monitor resting, exercise, and recovery rates.
7.3 Demonstrating the knowledge of the components of health-related fitness.

8. Recreational Dance Skills

8.1 Demonstrating American and International Folk Dances.
8.2 Creating movement sequences to a rhythmic beat while manipulating objects.

9. Game and Sport Skills

9.1 Demonstrating catching and throwing patterns with balls and other appropriate objects.
9.2 Demonstrating the ability to change direction and levels with objects.
9.3 Performing the skills of kicking, dribbling, passing, and trapping.
9.4 Demonstrating the ability to strike with a paddle or other appropriate extensions.
9.5 Developing social behavior skills for participation in games and sports.
9.6 Demonstrating a sense of accomplishment while participating in games.
9.7 Demonstrating the ability to jump a short jump rope.

10. Developmental Gymnastic Skills

10.1 Demonstrating inverted movements on the mats and/or other equipment.
10.2 Performing a variety of forward and backward rolling movements and sequences.
10.3 Creating a variety of gymnastic routines which focus on inversion and rolling sequences using mats and/or other equipment.

Healthful Living Education Grades 4-5

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences that help each individual develop pro-active health promotion behaviors. The following educational descriptors are reflective of the goals and objectives found in the 4-5 Healthful Living Education curriculum:

By the end of grade five:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including the role of their own behaviors in regard to eating healthful snack foods, foods prepared by healthful methods, and foods containing important nutrients. Also, students will be able to healthfully direct their own personal behaviors in regard to use of bicycle helmets, exercising caution as a pedestrian or bike rider, and refusing to be involved in substance abuse.

Students will be able to demonstrate means of managing their own behaviors in regard to impulsiveness, conveying acceptance vs. hostility, dealing with strong feelings, arguing, and adapting to changing relationships and friendships.

Students will be able to state rational counter-arguments to pressure to use drugs, alcohol, or tobacco, explain the dangers of various substances, evaluate the reliability of health information sources, provide first aid for choking victims, describe patterns of normal development associated with puberty, and analyze advertising for health-related products.

Students will be able to name the benefits of personal fitness, describe and demonstrate activities that enhance health-related fitness, demonstrate a variety of flexibility, strength and endurance exercises, demonstrate the ability to use the appropriate intensity and state the guidelines for developing cardiovascular fitness, understand basic nutrition and fitness concepts, and demonstrate an appropriate level of personal fitness.

Students will demonstrate a wide variety of manipulative skills that reflect a refined mastery of ball handling skills, display the behaviors needed for cooperative and other non-traditional games, practice acceptable social behaviors, and create jump rope routines.

Students will develop and refine abilities to demonstrate a variety of motor skills, develop and refine their ability to demonstrate safe balance and weight transfer skills, perform mixer and couple dances, and create dance and gymnastic routines.

Fourth Grade Objectives

1. Preparatory

1.1 Summarizing health risks for age group.
1.2 Identifying a personal health goal.
1.3 Using modeling as a strategy to reach a personal health goal.

2. Stress Management

1.1 Associating behaviors with personal and universal standards.
2.2 Controlling impulsiveness.
2.3 Distinguishing between needs and wants.
2.4 Identifying basic human needs as motivators of behaviors.
2.5 Recognizing impossibility of meeting basic needs by taking health risks.

3. Protecting Self/Others

3.1 Knowing types, sources, benefits of bicycle helmets.
3.2 Using a helmet when riding a bicycle.
3.3 Exercising caution when entering or crossing a street or road.
3.4 Avoiding swerving and wrong-way riding on a bicycle.
3.5 Providing first aid for choking victims, including the Heimlich maneuver.
3.6 Analyzing advertising for health-related products.

4. Relationships

4.1 Demonstrating facial expressions, body language, and verbal expressions that convey an acceptance or hostility.
4.2 Explaining value of social support.

5. Nutrition/Weight Management

5.1 Describing the roles of carbohydrates and proteins in healthful eating.
5.2 Selecting healthful snack foods.
5.3 Describing the nutrition outcomes of various food preparation methods.
5.4 Analyzing food labels to determine nutrient content.
5.5 Describing how emotions can impact eating practices.

6. Substance Abuse

6.1 Describing social, emotional, physical, and mental health risks associated with various substances.
6.2 Describing dependence.
6.3 Implementing refusal skills.

7. Personal Fitness Skills

7.1 Completing a health-related personal fitness test and achieving fitness scores at an acceptable level.
7.2 Naming the benefits derived from participation in a physical fitness program.
7.3 Performing and explain reasons why an individual should pursue activities that can enhance the components of health-related fitness.
7.4 Understanding the relationship between nutrition and exercise in weight management.

8. Recreational Dance Skills

8.1 Demonstrating movements found in folk dance, line dance, or other rhythmic activities.
8.2 Demonstrating movements found in square dance.
8.3 Creating original dances using the elements found in square, folk, line and/or other rhythmic activities.

9. Game and Sport Skills

9.1 Demonstrating ball handling skills.
9.2 Demonstrating accuracy and target skills necessary for participation in a variety of games and sports.
9.3 Developing social behavior skills for participation in games and sports.
9.4 Creating jump rope routines.

10. Developmental Gymnastic Skills

10.1 Developing inverted balances on the mats or other available equipment using two or more body parts.
10.2 Demonstrating a momentary inverted position using the hands for support.
10.3 Creating gymnastic routines that contain balance, inversion, weight transfer, and landing using mats and/or other equipment.

Fifth Grade Objectives

1. Preparatory

1.1 Summarizing health risks for age group.
1.2 Assuming responsibility for own health.
1.3 Appraising own health status.
1.4 Describing concept of wellness.
1.5 Listing personal benefits of a healthful lifestyle.

2. Stress Management

2.1 Analyzing the impact of emotions on health-related behaviors.
2.1 Managing strong feelings.
2.3 Describing patterns of normal physical, social, and emotional development at puberty.
2.4 Finding means of dealing with boredom.

3. Protecting Self/Others

3.1 Practicing first aid for common conditions.
3.2 Identifying health risks of environmental choices.
3.3 Planning behaviors related to environment.
3.4 Evaluating reliability of health information sources.
3.5 Explaining smoke detector value and maintenance.

4. Relationships

4.1 Recognizing stereotyping and discrimination.
4.2 Listing rules for productive arguing.
4.3 Identifying alternatives to fight or flight as means of resolving interpersonal conflicts.
4.4 Describing means of adapting to changing relationships and friendships.

5. Nutrition/Weight Management

5.1 Stating the health-promoting roles of calcium, phosphorous, fluoride, and vitamin D.
5.2 Selecting foods that contribute to dental health.
5.3 Selecting reliable sources of food and diet information.

6. Substance Abuse

6.1 Explaining motivations for drug use and healthful alternatives.
6.2 Stating short-term effects of tobacco use.
6.3 Stating rational counter-arguments to pressure to use drugs, alcohol, or tobacco.

7. Personal Fitness Skills

7.1 Completing a health-related personal fitness test and achieving fitness scores at an acceptable level.
7.2 Demonstrating flexibility through a physical fitness activity.
7.3 Demonstrating the ability to determine an appropriate intensity while participating in cardiovascular activities.
7.4 Demonstrating knowledge of the FIT Guidelines to develop appropriate cardiovascular fitness levels.
7.5 Demonstrating knowledge how physical activity can reduce body fat.

8. Recreational Dance Skills

8.1 Demonstrating various dance steps.
8.2 Demonstrating various popular folk and square dances.
8.3 Demonstrating mixer and couple dances.
8.4 Creating a dance combining the elements of speed, intensity, direction, and level.

9. Game and Sport Skills

9.1 Demonstrating throwing, passing, dribbling, catching, and shooting skills.
9.2 Demonstrating forehand and backhand striking skills.
9.3 Demonstrating running and jumping skills.
9.4 Demonstrating skills necessary for participation in non-traditional games and activities.
9.5 Demonstrating the ability to jump rope with a partner or small group.

10. Developmental Gymnastic Skills

10.1 Creating a variety of combinations using balance skills and rolling movements.
10.2 Creating gymnastic routines using balance, jumping, landing, weight transfer, and rolling movements on the mats and/or other equipment.

Healthful Living Education Grades 6-8

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences which are designed to help each individual develop proactive health promotion behaviors. The following education descriptors are reflective of the goals and objectives found in the 6-8 Healthful Living Education curriculum:

By the end of grade eight:

Students will be aware of the important health risks for their age group and be able to appraise their own health status, health behavior, and potential for health risk. Students will employ a variety of structured thinking processes to solve a variety of health-related problems and make health-related decisions.

Students will be able to enact non-violent conflict resolution strategies, exhibit behaviors productive to group functioning, define rights of individuals in relationships, and communicate feelings and expectations clearly.

Students will be able to protect themselves from health risks arising from fire, substance abuse, and water recreational activities, and they will recognize the value of abstaining from sexual intercourse until marriage. Additionally, students will be able to manage stress, comprehend the role of personal responsibility in minimizing health risks, and develop plans to manage health-related behaviors and habits.

Students will know the principles of exercise and diet that contribute to the development of personal fitness. The student should be very comfortable in all aspects of heart rate monitoring (knows his or her resting heart rate, target, heart rate, recovery heart rate), demonstrate FIT Guidelines, and develop sound exercise practices (know safe exercises and contraindicated exercises/practices).

Students will be able to demonstrate the ability to set one's own goals, develop an awareness and respect of cultural diversity through participation in physical activities, and develop abilities to function in group activities.

Students will be able to perform a wide variety of body management skills, create gymnastic routines on the mats and other available equipment, and have the motor skills needed to perform recreational dances (square dance, international folk dance, and social dance).

Student will be able to perform the skills necessary for participation in a variety of team, dual, and individual lifetime activities.

Guidelines for Instruction Regarding Abstinence until Marriage and Sexually-Transmitted Diseases, Including HIV/AIDS

North Carolina General Statute 115C-81 (e1), ratified July 29, 1995, sets forth numerous requirements for both the State Board of Education and for local boards of education. The following general guidelines have been extracted from this legislation and apply to any instruction regarding abstinence until marriage and sexually-transmitted diseases, including HIV/AIDS.

- present factually accurate biological or pathological information that is related to the human reproductive system
- focus on the benefits of abstinence until marriage and the risks of premarital sexual intercourse
- establish abstinence from sexual intercourse outside of marriage as the expected standard for all school-age children
- offer positive reinforcement for abstinence
- provide opportunities that allow for interaction between the parent or legal guardian and the student
- assure that students are aware of the difference between risk reduction through use of contraceptives and/or condoms and risk elimination through abstinence
- for any instruction concerning contraceptives or prophylactics, provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually-transmitted diseases, including HIV/AIDS, in actual use among adolescent populations
- inform students of the current legal status of those homosexual acts that are a significant means of transmitting diseases, including HIV/AIDS
- assure that students understand that a mutually faithful, monogamous, heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including HIV/AIDS
- be aware that the instruction in the use of and/or demonstration of condoms is a part of a comprehensive sex education program. Before a comprehensive sex education program is adopted, the local board of education shall conduct a public hearing and make all instructional materials available for review by parents or legal guardians for at least 30 days before the public hearing and 30 days after the hearing.

Sixth Grade Objectives

1. Preparatory

1.1 Explaining health risks for age group.
1.2 Accurately describing the incidence of high-risk behaviors for age group.
1.3 Appraising own health behaviors.

2. Stress Management

2.1 Developing criteria to assess the significance of a decision/problem.
2.2 Projecting behavioral consequences as a means of anticipating problems.
2.3 Coping with failure.
2.4 Initiating requests for help or assistance.
2.5 Explaining sources of self-concept.
2.6 Demonstrating stress management through breathing patterns, muscular relaxation, directing thoughts.
2.7 Using a structured thinking process to make decisions and solve problems.

3. Protecting Self/Others

3.1 Identifying highest risk behaviors for drowning.
3.2 Explaining principles of water survival.
3.3 Identifying practices that prevent spinal cord injury.

4. Relationships

4.1 Communicating own feelings.
4.2 Demonstrating attention to and interest in expressions of others.
4.3 Enacting non-violent conflict resolution strategies.
4.4 Describing behaviors conducive to and counterproductive to group functioning.
4.5 Defining rights of individuals in relationships.

5. Nutrition/Weight Management

5.1 Identifying the food groups and recommended servings from the food guide pyramid.
5.2 Analyzing the relationships among diet, exercise, and body weight.
5.3 Selecting foods high in vitamin A, iron, and vitamin C.

6. Substance Abuse

6.1 Evaluating advertising for tobacco and alcohol.
6.2 Describing common antecedents of substance abuse.
6.3 Identifying short- and long-term benefits of resistance to substance abuse.
6.4 Delineating the sequence of substance abuse that can lead to serious health risks.
6.5 Explaining the immediate social and physical consequences of tobacco and other drug abuse.

7. Personal Fitness Skills

7.1 Completing a health-related personal fitness test and achieving fitness scores at an acceptable level.
7.2 Demonstrating an understanding of proper stretching exercises and muscle strength/endurance exercises.
7.3 Demonstrating the ability to perform self-paced aerobic activity, keeping in an appropriate target heart rate zone, and monitoring recovery rate after the activity.
7.4 Demonstrating the knowledge of how to prepare the body before and after vigorous exercise.

8. Recreational Dance Skills

8.1 Demonstrating square, folk, and social dance skills.
8.2 Creating short movement compositions.

9. Game and Sport Skills

9.1 Demonstrating and refining team sport skills.
9.2 Demonstrating and refining dual sport skills.
9.3 Demonstrating and refining individual sport skills.

10. Developmental Gymnastic Skills

10.1 Performing rolling combinations with gymnastic movements.
10.2 Creating routines that focus on rolling combinations with variations of positions.

Seventh Grade Objectives

1. Preparatory

1.1 Explaining health risks for age group.
1.2 Appraising own health status.
1.3 Differentiating between objective and subjective perceptions of personal health risk.
1.4 Explaining the concept of cumulative risk in regard to disease and injury.
1.5 Accurately describing the incidence of high-risk behaviors for age group.

2. Stress Management

2.1 Describing examples of self-deception.
2.2 Using positive imaging to maintain self-esteem.
2.3 Distinguishing among effort, ability, and chance as factors in success and failure.
2.4 Recognizing and managing habits.
2.5 Anticipating and monitoring personal stressors.
2.6 Explaining methods of managing stress by minimizing exposure.

3. Protecting Self/Others

3.1 Extinguishing fires correctly.
3.2* Understanding that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually-transmitted diseases.
3.3* Explaining the effectiveness and failure rates (some studies indicate failure rates range from 2% to 30%) of condoms as a means of preventing sexually-transmitted diseases.
3.4* Recognizing abstinence from sexual intercourse until marriage as the only certain means of avoiding out-of-wedlock pregnancy, sexually-transmitted diseases, and any other health and emotional problems associated with sexual intercourse.
3.5* Describing the benefits of abstinence from sexual intercourse until marriage.
3.6* Explaining the risks of premarital sexual intercourse.
3.7* Demonstrating techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.

**Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.*

4. Relationships

4.1 Exercising social and interpersonal persuasion.
4.2 Identifying feelings in communications of others.
4.3 Clarifying expressions of others.
4.4. Expressing expectations to others.

5. Nutrition/Weight Management

5.1 Summarizing healthful dietary guidelines.
5.2 Comparing own eating habits to dietary guidelines.
5.3 Identifying cues to own eating patterns.
5.4 Describing means of controlling unwanted cues to eating patterns.
5.5 Consuming healthful breakfasts.

6. Substance Abuse

6.1 Qualifying the contribution of alcohol to death and injury from vehicle crashes, pedestrian injury, homicide, suicide, robbery and assault, drowning, burns, and falls, and to job absenteeism, job loss, and job injury.
6.2 Describing the variety of health risks associated with the injection of substances.

7. Personal Fitness Skills

7.1 Completing a health-related personal fitness test and achieving fitness scores at an acceptable level.
7.2 Demonstrating knowledge of the terms *aerobic* and *anaerobic*.
7.3 Demonstrating cardiovascular endurance in an activity other than running.
7.4 Demonstrating knowledge of flexibility and muscular strength and endurance.

8. Recreational Dance Skills

8.1 Demonstrating American Folk Dance and International Folk Dance forms.
8.2 Demonstrating country western dance and social dance forms.
8.3 Creating dances that use the various elements of time, space, force, and flow.

9. Game and Sport Skills

9.1 Demonstrating and refining team sport skills.
9.2 Demonstrating and refining dual sport skills.
9.3 Demonstrating and refining individual sport skills.

10. Developmental Gymnastic Skills

10.1 Demonstrating vaulting skills using available equipment (vaulting horse, folded mats, padded bench, vaulting box, or other suitable equipment).

10.2 Creating a short gymnastic routine using mats and/or other equipment.

Eighth Grade Objectives

1. Preparatory

1.1 Explaining health risks for own age group.
1.2 Appraising own health status.
1.3 Identifying automobiles, alcohol, and handguns as the three factors associated with the majority of fatal and serious injuries.
1.4 Predicting the potential for health risk in a variety of situations.
1.5 Accurately describing the incidence of high-risk behaviors for age group.

2. Stress Management

2.1 Developing systematic short- and long-term health goal achievement plans.
2.2 Analyzing own defense mechanisms.
2.3 Accepting responsibility for own behaviors.
2.4 Employing a variety of structured thinking processes to solve problems and make decisions.

3. Protecting Self/Others

3.1 Demonstrating basic CPR techniques and procedures, including community resources for becoming certified in CPR and including the Heimlich maneuver.
3.2* Understanding that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually-transmitted diseases.
3.3* Explaining methods of contraception, their effectiveness and failure rates (some studies indicate condom use failure rates ranging from 2% to 30%), and the risks associated with different methods of contraception.
3.4* Demonstrating skills and strategies for remaining or becoming abstinent from sexual intercourse.
3.5 Projecting potential personal health consequences of global environmental problems.
3.6 Selecting personal behavior goals and strategies contributing to environmental improvement.
3.7 Evaluating media reports of health and medical research.

**Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.*

4. Relationships

4.1 Developing and maintaining confidants and confidential relationships.
4.2 Describing constructive and risky means of expressing independence.

5. Nutrition/Weight Management

5.1 Analyzing information found on the *Food Facts* food label.
5.2 Assessing own nutrition/weight status.
5.3 Selecting a realistic nutrition/weight management goal and strategy.
5.4 Selecting healthful fast foods.
5.5 Relating body image to self concept and nutrition behaviors.

6. Substance Abuse

6.1 Explaining the relationship between amount and frequency of a substance consumed and effect on behavior.
6.2 Identifying resources for assistance with problems involving alcohol, tobacco, and other substances.
6.3 Describing the special risks associated with alcohol use and vehicles.

7. Personal Fitness Skills

1.1 Completing a health-related personal fitness test and achieving fitness scores at an acceptable level.
1.2 Demonstrating knowledge for maintaining a balance between the components of fitness.
1.3 Demonstrating knowledge concerning the importance of proper nutritional practices.
1.4 Demonstrating cardiovascular fitness and the proper use of heart rate monitoring.
1.5 Demonstrating knowledge of the principles of training.

8. Recreational Dance Skills

2.1 Demonstrating the ability to participate in contemporary and popular dances.
2.2 Demonstrating square, folk, and social dance skills.
2.3 Creating original dances using the elements found in recreational dance.

9. Game and Sport Skills

3.1 Demonstrating and refine team sport skills.
3.2 Demonstrating and refine dual sport skills.
3.2 Demonstrating and refine individual sport skills.

10. Developmental Gymnastic Skills

4.1 Performing a variety of balance movements in combination with rolling and/or weight transfer skills.

4.2 Creating and perform gymnastic routines using mats and/or other equipment.

Healthful Living Education Grades 9-12

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences that help each individual develop proactive health promotion behaviors. While many school systems have additional Health/Physical Education units as a local requirement, this section only addresses the health and physical education portions of the K-12 Healthful Living Education curriculum required for graduation from high school.

The absence of objectives beyond the state required curriculum should not be interpreted as a lessening of commitment to the high school students. These high school years are vital to ensure a strong knowledge base for continued personal fitness and lifetime activity skills. A valuable core of health and physical education electives or locally required courses should continue to reflect a competency-based curriculum in Healthful Living Education. The following educational descriptors are reflective of the goals and objectives found in the 9-12 Healthful Living Education curriculum:

By the end of high school:

Students will be able to assess their own health status and understand the relationship of health to their quality of life, develop an awareness of their own control in the area of stress management, accept responsibility for the prevention of major health risks, demonstrate conflict resolution skills, deal effectively with anger, explain a variety of behavior change strategies, and construct a model health risk behavior self-management plan.

Students will be able to demonstrate skills of personal self-protection, identify risk behaviors, describe the potential effects of substance abuse, identify community support resources for the treatment of substance abuse, interpersonal relations, and nutrition/weight management, know how to access these services, implement helping skills in relationships, assess their own nutritional/weight status, and analyze influences on their eating behaviors.

Students will demonstrate an acceptable level of health-related fitness, demonstrate and defend the benefits of fitness and activity, demonstrate and analyze sound principles of fitness development, demonstrate appropriate developmental gymnastic skills used to encourage flexibility, balance, and strength development, and have the skills needed to implement a personal fitness program.

Students will be able to demonstrate the ability to participate successfully in at least three lifetime sports, have the knowledge and skills to safely participate in a wide variety of cardiovascular fitness activities, demonstrate a variety of folk, square and social dance skills, and display the ability to evaluate activities in terms of social, emotional, and physical benefits.

Guidelines for Instruction Regarding Abstinence until Marriage and Sexually-Transmitted Diseases, Including HIV/AIDS

North Carolina General Statute 115C-81 (e1), ratified July 29, 1995, sets forth numerous requirements for both the State Board of Education and for local boards of education. The following general guidelines have been extracted from this legislation and apply to any instruction regarding abstinence until marriage and sexually-transmitted diseases, including HIV/AIDS.

- present factually accurate biological or pathological information that is related to the human reproductive system
- focus on the benefits of abstinence until marriage and the risks of premarital sexual intercourse
- establish abstinence from sexual intercourse outside of marriage as the expected standard for all school-age children
- offer positive reinforcement for abstinence
- provide opportunities that allow for interaction between the parent or legal guardian and the student
- assure that students are aware of the difference between risk reduction through use of contraceptives and/or condoms and risk elimination through abstinence
- for any instruction concerning contraceptives or prophylactics, provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually-transmitted diseases, including HIV/AIDS, in actual use among adolescent populations
- inform students of the current legal status of those homosexual acts that are a significant means of transmitting diseases, including HIV/AIDS
- assure that students understand that a mutually faithful, monogamous, heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including HIV/AIDS
- be aware that the instruction in the use of and/or demonstration of condoms is a part of a comprehensive sex education program. Before a comprehensive sex education program is adopted, the local board of education shall conduct a public hearing and make all instructional materials available for review by parents or legal guardians for at least 30 days before the public hearing and 30 days after the hearing.

Grades 9-12 Objectives

1. Preparatory

1.1 Assessing own health status.
1.2 Accepting responsibility for own health.
1.3 Determining individual control over health risks.
1.4 Understanding relationship of health to quality of life.
1.5 Relating health education course content of outcomes of value to oneself.

2. Stress Management

2.1 Developing awareness of own control over stress.
2.2 Replacing negative thoughts with positive.
2.3 Associating behaviors with values.
2.4 Coping with losses.
2.5 Responding to others with empathy.

3. Protecting Self/Others

3.1 Interpreting the importance of various health risks.
3.2 Analyzing own perceptions of health risks.
3.3 Prioritizing own health risks.
3.4* Understanding that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually-transmitted diseases.
3.5* Refining skills and strategies for remaining or becoming abstinent from sexual intercourse.
3.6* Understanding causes, consequences, and prevention of major health risk behaviors for own age group.
3.7 Judging behaviors and decisions as to their likelihood of resulting in infant morbidity and mortality.
3.8 Identifying risk behavior to manage.
3.9 Constructing a model health risk behavior self-management plan.

**Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.*

4. Relationships

4.1 Being aware of health-related problems stemming from relationships.
4.2 Implementing helping skills in relationships.
4.3 Demonstrating conflict resolution skills.
4.4 Formulating principles for healthful dating relationships.
4.5 Dealing effectively with anger.
4.6 Seeking help for relationship problems.

5. Nutrition/Weight Management

5.1 Identifying typical and special nutritional needs of adolescents and of pregnant women.
5.2 Assessing own nutrition/weight status.
5.3 Analyzing influences on own eating behaviors.
5.4 Assessing nutrient content of own diet.
5.5 Designing own nutrition/weight management plan.
5.6 Identifying community resources for help with nutrition/weight management.

6. Substance Abuse

6.1 Counteracting and seeking help for depression.
6.2 Describing the potential effects on others of substance abuse by individuals.
6.3 Analyzing motives for and consequences of steroid abuse.
6.4 Accessing services for dealing with substance abuse problems.
6.5 Explaining behavior change strategies used in the treatment of substance abuse.

7. Personal Fitness Skills

7.1 Demonstrating and evaluating the values of regular physical activity.
7.2 Demonstrating and assessing health-related fitness testing.
7.3 Developing and demonstrating the values of cardiovascular fitness.
7.4 Developing and demonstrating the values of flexibility.
7.5 Identifying and analyzing the principles of cardiovascular and strength development.
7.6 Explaining and demonstrating safety techniques, practices, and guidelines as related to fitness.
7.7 Designing and creating a personal fitness program.

8. Recreational Dance Skills

8.1 Knowing and demonstrating folk, square, and social dance skills.
8.2 Evaluating dance skills in terms of non-locomotor, locomotor, combination movements, and effort qualities.

9. Game and Sport Skills

9.1 Demonstrating team sport skills and competence.
9.2 Demonstrating individual and dual sport skills and competence.
9.3 Demonstrating aerobic activity skills and competence.
9.4 Demonstrating outdoor education skills and competence (where facilities and equipment are available).
9.5 Demonstrating swimming skills and competence (where facilities and equipment are available.

10. Developmental Gymnastic Skills

10.1 Demonstrating developmentally appropriate gymnastic skills and competence.
10.2 Creating, performing, and evaluating gymnastic routines.